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ABSTRACT

This fact book from College of the Canyons (COC) in Santa Clarita, California, details enrollment trends and student characteristics for full-term enrollment from fall 1990 to fall 1993. Tables and brief narratives provide information on the following: COC's enrollment history; part-/full-time headcount; enrollment status; gender of enrolled students; entering academic status; resident/non-resident headcount; student race/ethnicity; educational status; educational goal; age; headcount by major area of study by division; time of class enrollment; citizenship; and primary language. The following trends, identified between 1990 and 1993 include: (1) full-term enrollment increased by 10%; (2) first-time college students decreased from 25% to 18%; (3) the proportion of females students increased by 1.6%; (4) students with sophomore or higher status increased by 35%; (5) white students enrollment decreased from 79% in fall 1990 to 72% in fall 1993; (6) with the advent of higher fees for students who already hold bachelor's degrees in spring 1993, enrollment from this cohort dropped from 8.7% to 3.4%; (7) the number of students who indicated that their goal was to transfer increased from 21.1% in fall 1990 to 49.4% in fall 1993; (8) the median age of the student body dropped from 23 to 21; (9) enrollment in social and behavioral sciences, mathematics and sciences, and fine arts and humanities increased while enrollment in applied arts and technologies remained static; (10) in the fall of 1993 undeclared majors made up 45% of the student body; and (11) English as the primary language dropped from 98% in 1990 to 91.9% in 1993. (KP)

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The Fact Book

Part 1.

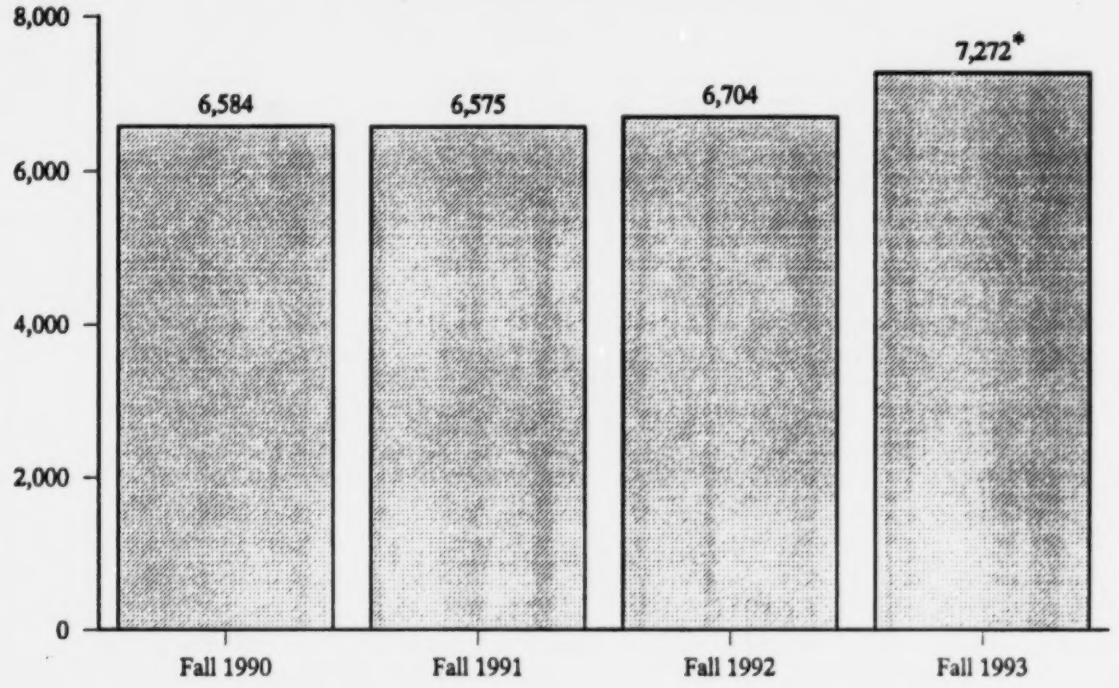
Enrollment Trends and Student Characteristics

Fall 1990 to Fall 1993

Preface

This portion of The Fact Book details enrollment history from fall 1990, the first semester the college compiled full term reporting (FTR) data. In contrast to first census data, which counts only students enrolled as of that day, full term data counts every student enrolled during a semester. Up until fall 1993, students who enrolled and dropped all courses prior to first census were not counted in FTR figures. The newly defined FTR figures, which include the "early total drop" student, more accurately reflect the volume of forms and materials handled by the Office of Admissions and Records, as well as other campus offices, each term.

Enrollment History
Fall Semesters 1990 - 1993
Full Term Enrollment



Number of course sections:	523	536	585	607

* Fall 1993 headcount includes all students enrolled during the semester, even those who enrolled and dropped all classes prior to First Census. Previous full term headcounts excluded students who dropped all courses prior to first census.

TRENDS:
Full term enrollment increased by more than 10 percent from fall 1990 to fall 1993. Full term enrollment increased 8.5 percent in the year from fall 1992 to fall 1993 with the inclusion of "early total drops."

PLANNING IMPACT:
These enrollment gains suggest a strong demand for the college's credit offerings. The college increased the number of course sections available to students during this time, but many students were still not able to enroll because of closed classes. Due to restricted state funding, the college has not been able to keep pace with student need.

Part-time/Full-time Headcount at First Census
Fall 1990 to Fall 1993

STATUS	F '1990 N	F '1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
Part-time (less than 12 units)	4,392	66.7%	4,391	66.8%	4,369	65.3%	4,125	63.6%
Full-time (12 units or more)	2,191	33.3%	2,184	33.2%	2,319	34.7%	2,364	36.4%
TOTAL:	**6,583**	**100.0%**	**6,575**	**100.0%**	**6,688**	**100.0%**	**6,489**	**100.0%**

TRENDS:
Full-time enrollment increased in actual number and as a percentage of total enrollment from fall 1990 to fall 1993. Full-time enrollment increased from 33 to 36 percent in this time period.

PLANNING IMPACT:
Community colleges generally enroll large numbers of part-time students. The college should periodically review its commitment to part-time students and strive to achieve a balance between part-time and full-time enrollments. Various policies and practices, such as scheduling evening and weekend classes, can regulate part-time enrollments.

Enrollment Status
Fall 1990 to Fall 1993
Full Term Enrollment

ENROLLMENT STATUS	F' 1990 N	F' 1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
New	1,657	25.2%	1,397	21.3%	1,341	20.0%	1,304	17.9%
New transfer	676	10.3%	957	14.6%	904	13.5%	824	11.3%
Returning transfer	77	1.2%	114	1.7%	91	1.4%	102	1.4%
Returning	603	9.2%	358	5.4%	404	6.0%	378	5.2%
Continuing	3,509	53.3%	3,661	55.7%	3,874	57.8%	4,528	62.3%
Concurrent	62	0.9%	88	1.3%	90	1.3%	136	1.9%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**

TRENDS:
First-time college students decreased in actual number and as a percentage of total enrollment from fall 1990 to fall 1993. While students who never attended any college made up 25 percent of the FTR enrollment in fall 1990, the percentage decreased to 18 in fall 1993. Enrollment of continuing students showed a sizable increase during this time, from 53 to 62 percent of the student body.

PLANNING IMPACT:
The decline in the actual number of new first-time college students and their decrease as a proportion of the total student body merits some attention. This is the only group without prior college experience. The college may wish to examine its priority registration policies for continuing students to determine whether it reduces access for first-time students.

Gender of Enrolled Students
Fall 1990 to Fall 1993
Full Term Enrollment

GENDER	F' 1990 N	F' 1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
Female	3,691	56.1%	3,693	56.2%	3,779	56.4%	4,194	57.7%
Male	2,893	43.9%	2,882	43.8%	2,925	43.6%	3,078	42.3%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**

TRENDS:
Enrollment of female students increased in actual number and as a percentage of total enrollment from fall 1990 to fall 1993.

PLANNING IMPACT:
Women accounted for 54 percent of all California college/university students in fall 1992, making the college's male/female ratio common.

Entering Academic Status
Fall 1990 to Fall 1993
Full Term Enrollment

STATUS	F' 1990 N	F' 1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
Freshman (0 - 29 units)	4,665	70.8%	4,434	67.4%	4,867	72.6%	4,687	64.5%
Sophomore (30 - 60 units)	1,202	18.3%	1,341	20.4%	1,193	17.8%	1,564	21.5%
More than 60 units	717	10.9%	800	12.2%	644	9.6%	1,021	14.0%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**

TRENDS:
The number of students entering with sophomore or higher status (30 or more units) increased faster than the growth of overall enrollment from fall 1990 to fall 1993. While overall enrollment increased 10 percent during this time period, the number of students with sophomore or higher status increased 35 percent. In fall 1993, sophomores or higher made up 36 percent of the student body.

PLANNING IMPACT:
The college may wish to examine its course offerings to see if there are adequate courses available for the increasing number of sophomore-level students.

Resident/Non-Resident Headcount
Fall 1990 to Fall 1993
Full Term Enrollment

RESIDENCE	F '1990 N	F '1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
District resident	4,871	74.0%	5,091	77.4%	5,073	75.7%	5,348	73.5%
Other California Districts	1,627	24.7%	1,415	21.5%	1,526	22.8%	1,830	25.2%
Out-of-state/ Foreign	86	1.3%	69	1.1%	105	1.5%	94	1.3%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**

TRENDS:
District residents attending the college increased in actual number but decreased slightly as a percentage of total enrollment from fall 1990 to fall 1993.

PLANNING IMPACT:
Out-of-district enrollment grew by 12.5 percent while enrollment of district residents grew by 10 percent during this period. The college should continue to monitor the enrollment of out-of-district students to understand what factors mitigate their enrollment.

Race/Ethnicity of Enrolled Students
Fall 1990 to Fall 1993
Full Term Enrollment

RACE/ETHNICITY	F' 1990 N	F' 1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
White	5,189	78.8%	5,083	77.3%	4,992	74.5%	5,252	72.2%
Latino	730	11.1%	803	12.2%	962	14.3%	1,181	16.2%
Asian/Pacific Islander	284	4.3%	311	4.7%	330	4.9%	353	4.9%
African American	139	2.1%	151	2.3%	164	2.5%	183	2.5%
Filipino	97	1.5%	103	1.6%	133	2.0%	168	2.3%
Native American	47	0.7%	40	0.6%	46	0.7%	63	0.9%
Other, Non-White	98	1.5%	84	1.3%	77	1.1%	72	1.0%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**

TRENDS:
White student enrollment decreased as a percentage of total enrollment during this period. While white students represented nearly 79 percent of fall 1990 enrollment, the percentage decreased to 72 in fall 1993.

PLANNING IMPACT:
The Student Equity Indicators Report (March 1994) showed that Latino and African American students were underrepresented in college enrollment when compared to the district adult population. Enrollment from both ethnic groups showed greater growth than overall college enrollment in this period, rapidly decreasing the gap in college access.

The same report showed that Latino and African American students had the lowest successful course completion ratios of all racial/ethnic groups. Given this finding, the college may wish to examine whether it provides adequate support services to these students.

Educational Status
Fall 1990 to Fall 1993
Full Term Enrollment

EDUCATIONAL STATUS	F' 1990 N	F' 1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
Concurrent	N/A		88	1.3%	90	1.3%	136	1.9%
Not a high school graduate, but no longer in high school	N/A		191	2.9%	280	4.2%	256	3.5%
Received high school diploma or equivalent	N/A		5,342	81.3%	5,518	82.3%	6,255	86.0%
Received associate degree	N/A		381	5.8%	340	5.1%	381	5.2%
Received bachelor's degree, or higher	N/A		573	8.7%	476	7.1%	244	3.4%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**

TRENDS:
With the advent of higher fees for students who already hold bachelor's degrees in spring 1993, enrollment from this cohort decreased markedly in fall 1993.

PLANNING IMPACT:
The college may wish to examine its course offerings to see if it can reduce the number of courses in academic areas formerly populated by baccalaureate degree holders.

Educational Goal
Fall 1990 to Fall 1993
Full Term Enrollment

EDUCATIONAL GOAL	F '1990 N	F '1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
Transfer to 4-year college/university	1,392	21.1%	2,233	34.0%	2,888	43.1%	3,590	49.4%
Associate degree	295	4.5%	427	6.5%	582	8.7%	667	9.2%
Vocational/ occupational certificate	158	2.4%	211	3.2%	202	3.0%	242	3.3%
Job skills	385	5.8%	658	10.0%	744	11.1%	762	10.5%
Personal interest	0	0.0%	382	5.8%	367	5.5%	349	4.8%
Complete credits for H.S. diploma	N/A		33	0.5%	42	0.6%	52	0.7%
Undeclared goal	4354*	66.1%	2,631	40.0%	1,879	28.0%	1,610	22.1%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**

* Not offered as an option. Derived number.

TRENDS:
The number of students indicating that their goal is to "transfer to a four-year college" has increased markedly since fall 1990. Transfer was the goal of nearly half the student body, in fall 1993.

PLANNING IMPACT:
This marked increase in the number of students with the goal of transferring to a four-year college or university will be evident in the increased need for courses which fulfill general education requirements. The college should continue to monitor the goals of its students and enrollment in courses which fulfill general education requirements for CSU and UC.

Age of Enrolled Students
Fall 1990 to Fall 1993
Full Term Enrollment

AGE GROUPS	F '1990 N	F '1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
Under 19	762	11.6%	786	12.0%	776	11.6%	1,795	24.7%
19 - 20	1,544	23.5%	1,481	22.5%	1,498	22.3%	1,294	17.8%
21 - 22	779	11.8%	886	13.5%	928	13.8%	743	10.2%
23 - 24	444	6.7%	514	7.8%	529	7.9%	514	7.1%
25 - 29	836	12.7%	824	12.5%	792	11.8%	812	11.2%
30 - 34	699	10.6%	663	10.1%	728	10.9%	751	10.3%
35 - 39	551	8.4%	542	8.2%	570	8.5%	599	8.2%
Over 39	969	14.7%	879	13.4%	883	13.2%	764	10.5%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**
Mean age:	27.6		27.2		27.2		25.8	
Median age:	23		23		23		21	

TRENDS:
The median age of the student body dropped from 23 to 21, with the inclusion of "early total drop" students in fall 1993.

PLANNING IMPACT:
The Student Equity Indicators Report (March 1994) found that traditional-aged college students (18 - 24) had the lowest successful course completion ratio compared to other age groups. The report also showed that first-time college students below the age of 21 had the highest persistence ratios of any age groups, with 73 percent re-enrolling in a second consecutive semester.

This age group may well contain a large percentage of post-high school students trying to complete their first two years of undergraduate coursework before transferring to a baccalaureate-granting institution.

Headcount by Major Area of Study by Division
Fall 1990 to Fall 1993
Full Term Enrollment

MAJOR/DIVISION	F '1990* N	F '1990* %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
Social & Behavioral Sciences	131	2.0%	1,037	15.8%	1,106	16.5%	1,221	16.8%
Applied Arts & Technologies	141	2.1%	864	13.1%	873	13.0%	865	11.9%
Mathematics & Sciences	54	0.8%	624	9.5%	848	12.6%	1,012	13.9%
Fine Arts & Humanities	43	0.7%	312	4.7%	401	6.0%	429	5.9%
General Education/ Liberal Studies	97	1.5%	440	6.7%	448	6.7%	461	6.3%
Undeclared/ unknown	6,118	92.9%	3,298	50.2%	3,028	45.2%	3,284	45.2%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**

* The format of the application for admission form was changed after fall 1990 to encourage greater response to this and other questions.

TRENDS:
From fall 1991 to fall 1993 enrollment in Applied Arts and Technologies division majors remained static in actual numbers, while enrollment in the three other divisions increased. Students who have not declared a major or who do not know what major to declare continue to make up a sizable portion of the student body (fall 1993 = 45 percent).

PLANNING IMPACT:
The college may wish to monitor the major field choices of its students when it examines the adequacy of course offerings.

Time of Class Enrollment
Fall 1990 to Fall 1993
First Census

TIME	F' 1990 N	F' 1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
Day classes only	2,115	32.1%	2,300	35.0%	2,228	33.3%	2,219	34.2%
Evening classes only	2,411	36.6%	2,410	36.7%	2,382	35.6%	2,193	33.8%
Both day/evening	2,057	31.2%	1,865	28.3%	2,078	31.1%	2,077	32.0%
TOTAL:	**6,583**	**100.0%**	**6,575**	**100.0%**	**6,688**	**100.0%**	**6,489**	**100.0%**

TRENDS:
There has been a small increase in the number of students attending only day classes, and a decrease in evening-only students.

PLANNING IMPACT:
Did the college increase or decrease the number of course sections offered in the day or evening during this period? Did enrollment shift as availability of classes shifted or were other factors responsible?

Citizenship of Enrolled Students
Fall 1990 to Fall 1993
Full Term Enrollment

	F '1990		F '1991		F '1992		F '1993	
CITIZENSHIP	N	%	N	%	N	%	N	%
U.S. Citizen	N/A		6,046	92.0%	6,071	90.6%	6,560	90.2%
Permanent resident visa	N/A		430	6.5%	508	7.6%	606	8.3%
Refugee	N/A		7	0.1%	23	0.3%	23	0.3%
Student visa	N/A		56	0.9%	58	0.9%	51	0.7%
Other	N/A		36	0.5%	44	0.6%	32	0.4%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**

TRENDS:
U.S. citizens attending the college decreased as a percentage of total enrollment from fall 1991 to fall 1993. The greatest increase in non-U.S. residents during this time was in the number of permanent resident visa students enrolled.

PLANNING IMPACT:
The college should continue to monitor the citizenship of its student body and seek to examine whether it is offering adequate support services and coursework to meet the needs of students who are not U.S. citizens.

Primary Language of Enrolled Students
Fall 1990 to Fall 1993
Full Term Enrollment

PRIMARY LANGUAGE	F '1990 N	F '1990 %	F '1991 N	F '1991 %	F '1992 N	F '1992 %	F '1993 N	F '1993 %
English	6,452	98.0%	6,255	95.1%	6,254	93.3%	6,684	91.9%
Other than English	132	2.0%	320	4.9%	450	6.7%	588	8.1%
TOTAL:	**6,584**	**100.0%**	**6,575**	**100.0%**	**6,704**	**100.0%**	**7,272**	**100.0%**

TRENDS:
English was the primary language spoken by 98 percent of the student body in Fall 1990. The percent decreased to 92 in Fall 1993.

PLANNING IMPACT:
The college will want to monitor the retention and persistence of students whose primary language is not English. The Student Equity Indicators Report (March 1994) showed that 40 percent of the students who successfully completed the final ESL course went on to successfully complete a college-level degree-applicable course. Few students are able to make the transition from ESL to degree-applicable courses. The college may wish to examine its support services and curricular offerings to determine whether it can improve student performance.